In ~~entering upon~~ resuming ~~myself exclusively to~~ this Subject ~~and have~~ I must declare that I ~~have~~ am actuated by no unkind feelings to any of the gentlemen who preside over those institutions, ~~or~~ who are con=cerned in conducting education in them. On the Contrary, I consider myself as related them, by the Office of a teacher of medicine which I hold in this University. ~~May strictures~~ The remarks therefore I shall make upon the ~~plan~~ ~~therefore~~ ~~plan~~ ~~lands~~ of instruction pursued by them, shall ~~be~~ not ~~those~~ be the strictures of an enemy, but the complaints of a friend, & a brother.

I ~~commence in the following~~ shall begin by taking notice, that the same branches of learning are taught ~~in~~ ~~in~~ ~~in~~ in our American Universities, and in the same way, in which they

were taught in the Universities of Great Britain, 200 years ago, without a due Allowance being made for the ~~difference of the time, and of the~~ different obligations and interests which have been created by time, and the peculiar state of Society in a new country, in which the business of the principal part of the inhabitants is to obtain the first and most necessary means of Subsistence.

It is equally a matter of ~~just~~ regret, that no accomodation has been made in the System of education in our Seminaries, to the new form of our Government, and the many national Duties, and Objects of knowledge ~~& Duties~~ that have been imposed upon us by the American Revolution.

Instead of instructing our Sons in

they are compelled to spend the first five years after they enter ~~what is~~ School, in learning two languages which no longer exist, ~~are rarely spoken~~ and are rarely spoken, ~~when acquired from books~~ — which have ceased to be the vehicles of Science ~~and~~ literature, & which contain no knowledge but what is to be met with in a more improved & perfect state in modern languages.

This

the ~~first~~ arts most essential to their existence, and in the means of acquiring that kind of knowledge which is connected with the time, the country, and the government in which they live, they are transported across the ocean, and taught to live among a people whose manners, laws, and even languages have ceased to exist, for all this is done by the custom of filling up the first five years of a ~~yo~~ boy's time almost exclusively in teaching him, ~~to~~ almost exclusively, the latin and greek languages.

~~The folly of~~ This practice so contrary to reason, ~~and~~ is marked ~~by several circumstances by~~ in the manner in which it is conducted, by several circumstances which ~~as and~~ are, if possible, still more characteristic of its folly. ——

This is so far from being true, that I believe ~~the dead languages when imposed thus early in life~~ they serve rather to weaken and distort his faculties, and to render them unfit for the higher branches of education.

1 ~~to Thay~~ The latin and greek languages are imposed upon a boy before his ~~his~~ mind is sufficiently opened to comprehend ~~any~~ their principles, or ~~[illegible]~~ objects. It is impossible by ~~any~~ art to make him ~~before he is twelve years of age~~, any thing but a playful vocabulary of latin, and Greek words, before he is twelve years old. ~~It~~ I know it has been said ~~that~~ in favor of the practice of ~~[illegible]~~ connecting the latin & greek grammars with ~~[illegible]~~ ~~in the hands with~~ a kite, or a cup and ball, ~~as~~ in the hands of a boy, that they serve like a wedge to open his mind, and thereby to prepare him for other studies. ~~This practice however specious it may appear, is as absurd as an attempt would be to impart strength to the stomach of a child by feeding it with coarse animal food.~~ constantly

2 Too much time is consumed in teaching grammar rules, before a boy is called upon to apply them in the construction, and translation of the languages. This is an inversion of natural order. Grammar rules ~~should be acquired through the ordinary by reading & translating the languages. By~~ by being resorted to only when ~~it was~~ they were required to assist in the translation of a sentence, would be perfectly understood, and ~~would be~~ so impressed upon the memory as never to be forgotten.

3 The cars are never employed to assist the eyes, & the memory ~~by means of~~ in ~~acquiring those languages by means of~~ Latin and Greek ~~languages by means of~~ conversations, ~~in acquiring those languages.~~

4 The poets and orators are preferred to ~~read exclusive of the more useful~~ historians and philosophers of ancient times. The former are calculated to impart

pleasure only, the latter, ~~knowledge~~ contain ~~contain~~ ~~contain~~ much useful ~~more to use~~ ~~a great deal of~~ knowledge, capable of ~~application to~~ being applied to ~~to the~~ many ~~of the~~ ~~public and private affairs of men~~ useful purposes in life. —

5 So much time is employed in teaching the dead languages, ~~as to leave but but a~~ ~~small~~ that but two years are left, out of seven, in the ordinary course of a young man's education to teach the Arts and Sciences.

From this defective ~~and wasteful~~ mode of teaching the dead languages, it follows that few boys ~~are~~ ever learn them ~~so as to~~ ~~taught learned~~ ~~be able to~~ perfectly, and none who apply ~~to business, or to~~ to professional business, ~~after they leave College~~, are able to read them seven years after they leave College.

~~Reading, writing and Arithmetic~~
~~From the imposing each of which the latter~~

2. Such is

V ~~[illegible]~~, the ~~[illegible]~~ imperious rank of the Greek and Latin languages, that the correct knowledge is seldom obtained in the Seminaries in which they are taught, of Reading, Writing & Arithmetic.

and Greek languages, ~~holds in our Seminaries~~ ~~a correct knowledge of is seldom obtained in them~~ ~~of Reading, Writing and Arithmetic are so~~ ~~obtained in them.~~ ~~very much neglected in the young education of our~~ ~~young men~~. Public Speaking is substituted to reading. ~~The~~ The hand writing is impaired by composing ~~Latin~~ latin versions, and no pains are taken to ~~instruct them in~~ teach the proper use of points and Capitals. Arithmetic is ~~consid=~~ ~~=ered as the Science of Children.~~ wholly ne==glected, or taught in ~~two~~ a most superficial a man==ner. ~~to be useful~~ of its total neglect, I have lately heard a melancholy instance. a young gentleman who graduated ~~three~~ years ago at one ~~of~~ our ~~Universities~~ Seminaries in==formed me, that he had never been ex===cised in a rule of Arithmetic After he ~~left~~ entered College, and that he believed there was not a member of ~~his~~ the class

that graduated with him, that could repeat from memory, the multiplication table.

What a strange compound of contradic-tions is man, in all his pursuits! We require a knowledge of reading, writing & arithmetic in the business of every day of our lives. We seldom recur to our knowledge of the latin and Greek languages, and yet we spend five years in acquiring them at the ex-pense of the common and practical branches of english literature. In this conduct we resemble a man who throws away his coin, and burdens himself with ~~the~~ fragments of ancient statues in travelling through a foreign country, or to use a more familiar simile, we lay out our patrimony in ~~distant~~

tracts of distant territory, which ~~the~~ ~~to~~ serve only to create a name for wealth, and suffer at the same time by neglecting to obtain ~~a comfortable and~~ a certain and profitable income by the cultivation of a farm.

3 ~~th~~ There is not I believe a ~~single College~~ seminary of learning in the United States in which a student is obliged to learn the French language previous to his being admitted to a literary honor. ~~The knowledge of which required How much~~ The entertainment, and even splendor of a commencement I am sure would be much encreased by orations ~~and~~ or Dialogues in that popopular and general vehicle of Science and literature.

5a

4 The German and Italian languages are ~~not~~ not taught in any of the Colleges of the United States. ~~[illegible]~~

5 A course ~~Theology [illegible]~~ of lectures upon the Evidences, doctrines and precepts of Christianity forms no part of the education of young men in our Country. The small portion of instruction which is given upon these important subjects ~~[illegible]~~ by means of catechisms ~~which is too~~ is too abstruse to be intelligible, or too simple to be useful. ——

It is remarkable that the ancient Greeks whose wisdom, we are so ~~[illegible]~~ much disposed to admire, made the principal part of education to consist in learning the Religion ~~and~~ language of their

6 ✓ No instruction is given in natural history in our American Seminaries. Even ~~its nomenclature is~~ the names of the beautiful and various furniture of our globe ~~is~~ are never mentioned in our Schools, except ~~but who our young men are taught~~ in a dead language.

Country. The americans ~~in their plans of education~~ exclude ~~both their~~ the Religion ~~and the language of their country from their plans of education~~ as a System altogether, and give their vernacular language but a humble place, in their plans of education. ~~But this acknowledg ins this including~~ Ever truth has its counterfit error in which it ~~is~~ receives the homage due to its original. The Americans ~~ignorantly~~ indirectly ~~do~~ acknowledge the advantages of instruction in the Religion and language of their Country, by teaching our young men ~~the~~ the Religion and language of the ancient Greeks. Thus ~~the~~ Indian acknowledges the Being and Goodness of a God, ~~by~~ in his ~~the~~ idolatrous worship of the Sun.

7 Geography is taught so superficially,

and crowded with so many other studies than
few young men know more than its
~~first~~ elements, when they leave College.
~~In this way~~ There is not so much merit
in knowing this ~~local history of our globe~~ science,
said Lord Mansfield, as there is disgrace
in being ignorant of it. We learn to
neglect this study from the ~~ancient~~ ~~our~~ practice of European
Schools. ~~Academies~~ The celebrated Mr James Harvey
left the University of Oxford with the
character of an accurate Scholar. Soon
Afterwards he was ~~called~~ referred to in a large com-
-pany to decide a Controversy upon the
latitude of the ancient city of Jerusalem.
He ~~acknowledged his ignorance~~ was silent, but
was so much ashamed of his ignorance
that he applied himself immediately to the study of
Geography, and became as eminent for

his knowledge of it, as he was for his critical knowledge of the dead languages.

8 Moral philosophy as taught in our Colleges was declared by the celebrated Jonathan Edwards, to be a regular System of instruction in practical atheism.

9 ~~The Science of metaphysicks has undergone a Revolution in our Seminaries since~~ The works of Dr Reid & Dr Beattie have produced a Revolution in the Science of metaphysicks in our American Seminaries. It is now very properly limited to the history of the faculties & operations of the human mind. Very different were its Objects in one of our Schools about fifty years ago. I cannot recollect, even at this distant period of time, without disgust, my having been compelled to listen for several hours to one of my

masters while he talked of possible ex-
-istences, the infinity of Space, ~~and of~~ the
Ubiquity of Spirit, and many other ~~such~~ such Subtleties
of the learning of the 13th & 14th Centuries.
" And still we gazed, and still our wonder
grew.
" That one small head, should carry all
he knew.

10. I feel myself happy in being able to
do justice to the ~~[illegible]~~ good sense of our
Countrymen in the rank they have given
to mathematicks ~~& natural philosophy~~
in all our seminaries. ~~But~~ We have
reason to complain only of more time
being consumed in teaching some of its
speculative branches, than is ~~necessary~~ accommodated
to the present exigencies of our Country.

11. A laudable zeal has likewise been
discovered in ~~the seminaries of~~ the United States

for the teacher
and afterwards to ask ~~three~~ questions
upon them.

for the Study of natural philosophy. It is to be lamented that ~~it hard~~ the want of ~~a philosophical~~ instruments an extensive apparatus ~~and apparatus~~ very much limits ~~to~~ ~~readers~~ instruction ~~upon~~ in this important branch of Science in all our ~~the extensive that~~ American Seminaries. ~~correct them in the European Seminaries.~~

12 In teaching the different ~~branches of~~ Sciences that have been mentioned, it is common to give but one course of each of them to a Class, in which little more is understood than ~~the~~ the ~~meaning~~ meaning of the technical ~~words~~ terms of the Science. To teach them perfectly, they should be repeated two or three times. It is common likewise to ~~ask questions of~~ oblige Students to read upon the Subjects of lectures before they ~~have~~ hear them, This is an inversion of the natural order of instruction. A lecture should

a note

+ In this way Dr Priestley taught the academy of Warrington in England, and to it, he owed ~~his~~ most of his fame as a teacher. —

first be given, ~~to~~ and the students after=
=wards be interrogated upon all its parts.
If any obscurity should remain in their
minds, they should be encouraged to
apply publicklly, or privately to their
teachers to have it removed. +

13 From a review of what has been
said, it is obvious that learning, and
knowledge, are distinct things. Words con=
=stitute ~~know~~ learning. Knowledge consists
only of truth, of which words are nothing
but the vehicles. It is further obvious from
the ~~proceedings~~ facts that have been mentioned, ~~that~~
the person we call a Scholar has commman=
=ded an undue degree of respect from the
world. He is too often nothing but a living
vocabulary of ~~dead~~ dead words. I should be
glad to see the term banished our coun=
=try as far as it relates to the latin &

greek languages, and the ~~terms~~ epithet Philoso=
=pher — ~~wise~~ a well-informed man, and good citizen
substituted in its room. —

we have rejected hereditary powers
in the governments of our country. But we
~~continue~~ the willing subjects ~~of the plans~~ a system of education
imposed upon us by our Ancestors in the 14th &
15th Centuries. Had ~~medicine~~, agriculture,
mechanics, astronomy, navigation &
medicine been equally stationary, how dif=
=ferent from the present, would have been
the condition of mankind! Considering the
immense influence which the Art of prin=
=ting, commerce, and the ~~changes which~~
~~have taken place discovery & settlement of the~~
~~coast~~ discovery & settlement of ~~to~~ South &
north America have had upon human af=
=fairs, ~~and political only~~ it is not too bold
to assert that there is scarcely any thing just
or proper in Art or Science that was

believed to be so, two hundred years ago.

The presses of Europe & America have lately teemed with publications in favor of the rights of man. The rights of women have likewise been asserted with great ~~do~~ ingenuity and eloquence. To these performances I should be glad to see added a defence of the rights of schoolboys. Much ~~to~~ might be said in favor of this right to be ~~taught~~ benefitted by the early and proper use of their senses in becoming acquainted with the works of nature & art — to ~~be~~ acquire ideas before words — to be instructed in the means of maintaining a familiar & correct intercourse with the world by means of reading, writing and Arithmetic, — to be governed at school by the principles of reason & humanity, and finally ~~of this right~~ — to the inheritance ~~of~~ ~~and direction~~ of ~~all~~ this ~~faculties~~ minds unimpaired

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by ~~[illegible]~~ useless & debilitating studies, finally ~~of the~~ right to the direction of the and ~~to finally to the right to complay~~ ~~their time and attention in that way~~ ~~of directing of~~ their faculties to those purposes for which they were intended, by their wise and benevolent Creator.

I am aware Gentlemen of the preju=dices which are entertained against many of the opinions which I have delivered ~~upon~~ in the course of this lecture. It was re=marked that not a single physician who was above forty years of age, adopted Dr Harvey's discovery of the circulation of the blood. I despair~~ed~~ of making prosolytes among men who have passed that unchangeable period of life. ~~All my hopes of success in spreading my opinions are founded upon the boldness & freedom of inquiry which are connected in youth~~ ~~early life with the study of medicine. I shall submit therefore with patience to the obloquy which awaits them from the friends~~

~~of the ancient Order of things. They will not perish with their Author, nor pass away~~ To their Obloquy I shall submit with patience, under a full conviction that the rising generation, ~~of~~ which you compose a respectable part, will do my opinions ~~of~~ justice. ~~They~~ ~~will~~ you will not perish with the name of their Author, nor ~~pass~~ to ~~away~~ pass away with the hour in which they have been delivered.